NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 46/No. 4

January/February 2003

LA SEMAINE D'ÉDUCATION 2003
EDUCATION WEEK 2003
LA SEMAINE D'ÉDUCATION 2003
EDUCATION WEEK 2003
Many Faces, One Spirit
Visages et parcours divers, Esprit solidaire

Education Issues

by LESLEY-ANN BROWNE

In the November 2002 issue of *The Bulletin* I summarized highlights of the National Issues in Education poll that was conducted in May of the same year by Vector Research and Development Inc. for the Canadian Teachers' Federation. I had stated that a further article would follow on the importance of various benchmarks in evaluating public schools and views on what would improve the quality of teaching. I will attempt to recap these findings here, although space limitations allow me to only summarize various sections.

Canadians were asked their opinion on how important the following benchmarks would be if they were judging or evaluating the public schools in their communities. The benchmarks were: students' fluency in the language of instruction; relationships between teachers and parents; size of the classes in the school; nature of the curriculum; financial resources of the school; number of support personnel such as guidance counselors and teacher assistants; student test results; and the social and economic background of the students.

The order in which the benchmarks are listed above were the order in which respondents ranked them. It is interesting to note that two-thirds of Canadians surveyed consider students' fluency in the language of instruction a very important benchmark in evaluating public schools, and 92% feel it is important ranking highest among the eight issues surveyed. Sixty-two percent of Canadians surveyed indicated the relationship between teachers and parents as being very important in evaluating public schools. It was ranked second among the eight issues. Three-quarters of respondents in Newfoundland and Labrador consider this benchmark very important compared to 56% of respondents in Alberta.

Less than half of Canadians surveyed (48%) believe that student test results are a very important benchmark in evaluating public schools, ranking this item seventh among the eight items surveyed. Fifty-eight percent of respondents in Newfoundland and Labrador reported this item as very important compared to 37% of respondents in British Columbia.

When asked their views on what would improve the quality of teaching, 72% of Canadians surveyed believe that implementing conditions that encourage parents, teachers and students to work more closely would be a big improvement in the quality of teaching. A total of 92% feel it would make an improvement, ranking it the highest among the seven proposals surveyed.

The proposals were read to respondents and they were asked to rank whether they would make a big improvement in the quality of teaching, make a small improvement, make no real difference or make things worse. The rest of the proposals are as follows: reduce class size so teachers can give students more individual instruction; make more money and resources available to students with special needs; provide more opportunities for training and development for teachers; require teachers to pass a written competency test every year or so; provide more opportunities for school administrators to supervise and assist teachers; and offer teachers more competitive salaries and better working conditions. Again these are listed here in the order in which they were ranked among the seven proposals surveyed.

The full summary of major findings can be reviewed in the September 2002-2003 issue of the Canadian Teacherss' ederation *Economic Services Bulletin*. Complete copies of the results, or parts thereof, are available to members on request from the Canadian Teachers' Federation.

THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop, Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nf.ca
Internet Address: www.nlta.nf.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product.

Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227
mlamarche@nlta.nf.ca

Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
April Issue: March 14
May Issue: April 15

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

Features

10 **Benefits & Economic Services**
Workers' Compensation and You
by Perry Downey

12 **Your Collective Agreement**
Substitute Teachers: School Closure & Salary
by Perry Downey

13 *Teacher Workload Study Moves Forward*
by Lloyd Hobbs

14 *Recent Developments in Maternity and Sick Leave*
by Stefanie Tuff

15 **Viewpoint**
It was the best of times, it was the worst of times (With apologies to Mr. Dickens)
by Dean Ingram

18 **Group Insurance**
Long Term Disability Insurance
by Don Ash

20 **Living Well**
Celebrate Life!
by Marie Wall

22 **Professional Development**
Learning (and Teaching) by Heart
by Beverley Park

23 **Copyright**
Copying Radio and Television Programs

26 **Money Matters**
When Will My Investment Double?

27 *Plan Ahead With a Spousal RRSP*

28 **For Your Information**
Food and Nutrition Across the Curriculum
by Jane Aucoin

30 **Viewpoint**
The teacher gives the businessman a lesson: The Blueberry Story
by Jamie Vollmer

Departments

Up Front	*2*
On Location News	*4*
In Memoriam	*8*
Resources	*31*
Calendar	*back cover*

Johnson Incorporated Bursaries

Five bursaries – $400 awarded to teachers undertaking full-time study.

Deadline for applications: April 1, 2003

For applications contact:
Professional Development Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road
St. John's, NL A1B 1W1
Tel: 726-3223 or
1-800-563-3599 (toll free)
E-mail: scardoulis@nlta.nf.ca

Johnson Inc. Insurance

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

TORBAY

School partners to preserve Torbay Wetlands

In December 2002, Grade 8 students from Holy Trinity Elementary in Torbay explored the importance of wetlands and the wise use of water resources. The previous June students had participated in a clean up of the gully adjacent to the school. Mr. Ken Hannaford, manager of the Torbay Gully Project, had implemented an awareness program for students in which Holy Trinity Elementary became partners in the preservation of Torbay Wetlands.

Jane Bonnell, a Grade 8 student says, "Mr. Hannaford taught us that the pH level of clean water is about a six or a seven. The water that we collected from the gully was about a seven. We then discussed why it is important to keep the gully clean and free of pollution."

Ken Hannaford, manager of the Torbay Gully Project, explains the pH level of clean water to students at Holy Trinity Elementary.

The purpose of the program is to develop and implement a strategy to ensure the preservation and long-term ecological integrity of the gully. It is hoped that the project will develop a high level of awareness amongst Torbay residents of the importance and role of fragile wetland ecosystems and the need for stewardship.

"I am now more aware of my role in keeping our community clean," says Jane. "Our class realized that our actions have a great impact on the environment. This educational experience was a lot of fun, and it helped our class realize the value of the natural resources behind our school."

PORT BLANDFORD

2002 SAC Conference and AGM a great success

On May 29-31, 2002, Terra Nova Golf Resort in Port Blandford was the setting for the 2002 School Administrator's Council AGM and Retreat. The theme of the conference, "Finding the Balance", reflected one of the biggest challenges facing today's principals and assistant principals as they try to balance their professional responsibilities with their life outside of school.

Approximately 175 school administrators, representing all districts across Newfoundland and Labrador, converged on Port Blandford to participate in the conference, hosted and organized by the Vista Regional School Administrators' Council and Vista School District. Rick Thorne, President of Vista Regional SAC and chair of the Planning Committee, stated that the conference was a great success and was attended by one third of all school administrators in the province.

"A lot of hard work by the 14 member planning committee made the conference a very worthwhile and enjoyable two days of professional development, reflection and interaction with provincial colleagues. We had a great deal of support from the business community, Terra Nova Golf Resort and Vista School District, enabling us to offer a rich agenda for all participants."

The two keynote speakers for the conference were Dr. David Booth, a professor of education at the Ontario Institute for Studies in Education at the University of Toronto, and Dr. Don Crewe, a retired educator, writer, outdoor enthusiast and community activist. The conference involved 15 other presenters and a number of opportunities for informal networking and social activities, including a golfing session.

The Annual General Meeting of SAC took place as well, providing a forum for discussion and decision making on important issues facing our schools' educational

leaders. Approximately 30 education-related companies and institutions – local, provincial, national and international – participated in the conference with various displays of interest to school administrators.

Administrators attending the SAC AGM and Retreat were entertained by Matthew Elementary Small School Choir (Bonavista), the Heritage Collegiate Concert Band (Lethbridge), the Clarenville Middle School Show Choir and Jazz Band, as well as local entertainer, humorist, and retired teacher, Mr. Reg Pretty. The artistic talents of other students in Vista District were displayed on conference placemats, thanks to the students of Clarenville Primary School, Matthew Elementary School, and Tricentia Academy (Arnold's Cove).

The 2003 SAC Conference and AGM is scheduled for May 21-23, 2003, again at the Terra Nova Golf Resort in Port Blandford. For information about the conference, contact Rick Thorne, tel: 709-547-2379, fax: 709-547-2549, or e-mail: rthorne@stemnet.nf.ca.

SCHOOL DISTRICT 3

Project addresses gender equity in physical education

Phase I of a project entitled *Building Healthy Futures* took place last year in high schools throughout District 3. This project, sponsored by the Corner Brook Women's Centre and funded by Health Canada, helped senior-level students from across District 3 conduct a health needs assessment in their schools and then write several policy recommendations for the school board which they felt would address the identified needs.

Physical education was one of several aspects of school life for which needs were identified. Specifically, students felt that there were gender inequities in their physical education programs, citing differential treatment by teachers, unequal allocation of resources for female and male sports, concerns about interactions with opposite-gender classmates (sexist comments, inappropriate jokes or gestures, etc.), and so on. Further, female students expressed concerns about the curriculum, requesting more non-competitive individual activities.

These concerns are certainly not unique to District 3. Throughout Newfoundland and Labrador, as in the rest of the country, there are twice as many male high school students enrolled in physical education courses as there are females. CAHPERD (The Canadian Association for Health, Physical Education, Recreation and Dance) acknowledges that this is a concern throughout Canada via its Gender Equity Schools Initiative. Through their work, they have made similar discoveries to those of the *Building Healthy Futures* project: namely, that girls are dropping out of physical education classes because they are not interested in the traditional phys ed curriculum, and because the environment in the classroom makes them feel uncomfortable or unwelcome. This has far-reaching implications for the health of women as it is well-known that physical activity is necessary for the maintenance of good health.

The students offered two suggestions for meeting these gender equity concerns. First, they suggested providing more alternative physical activity options at school, with dance, yoga, aerobics, and Tae Bo being the top choices. They also suggested that physical education teachers receive gender equity training.

In Phase II of this project, the students' physical education suggestions were implemented. To begin with, every physical education teacher in District 3 was given a yoga video and a few books on gender equity in physical education to use in their classes. A selection of other books and alternative videos was also made available via a library at the board office. Second, physical education teachers attended a gender equity workshop as part of an in-service for the new Healthy Living 1200 curriculum. Gender equity information, tips, activity suggestions and so on were incorporated into the new curriculum to assist teachers throughout this course. In this way, gender differences in the areas of healthy eating, substance use, and personal dynamics that were discovered during Phase I of the project can also be brought to light. Initial feedback from teachers suggests that this project is helping them to address many concerns that they themselves already had, as well as highlighting some issues of which they were not previously aware.

For more information about this project, please contact the Corner Brook Women's Centre, at 709-639-8550, or 709-639-8522; info@cbwomenscentre.com.

ST. JOHN'S

NLTA & Department of Education announce new partnership

In December, NLTA President Winston Carter and Education Minister Judy Foote announced an exciting new partnership between the Department of Education and the Newfoundland and Labrador Teachers' Association.

A Memorandum of Understanding (MOU) has been signed between the NLTA's Virtual Teacher Centre and the Department's Centre for Distance Learning and Innovation (CDLI). This MOU established an effective collaborative process for offering online professional development to teachers throughout Newfoundland and

Labrador. The MOU will allow the NLTA and the Department of Education to integrate the work they would otherwise do separately and ensure that online professional development is developed and delivered in a co-ordinated manner.

"The NLTA, in establishing the Virtual Teacher Centre, assumed a significant leadership role among Canadian teachers' associations in using technology for online learning," said Mr. Carter. "Through blending resources and expertise, this partnership with CDLI will enhance the professional development efforts of both organizations. This province is again breaking new ground in forging a professional partnership to meet the broad professional development needs of all educators."

Teacher appointment notice

Wally Penney shown during his recent visit to the Canadian Parliamentary Democracy Institute in Ottawa.

Wally Penney, a Grade 5 teacher at St. Andrew's Elementary School in St. John's, was recently invited to sit on the Teachers Advisory Council for the Canadian Parliamentary Democracy Institute. This Institute is held annually in Ottawa over the first week of November. Each year, 70 teachers from Canadian elementary, junior high and high schools are invited to Ottawa for a week to be in-serviced in the teaching of "Democracy" and "How Canadians Govern Themselves".

Mr. Penney attended the Institute in 1997 and has now been appointed for a three-year term with the Ottawa Institute. The position involves working with the seven-member national TAC committee, evaluating programs, selecting annual participants, and attending the Institutes.

Congratulations from the staff, students and parents at St. Andrew's.

NEWFOUNDLAND & LABRADOR

Kids Eat Smart Art Challenge

When children eat well, children learn better. For Nutrition Month, March 2003, Kids Eat Smart Foundation is challenging schools throughout the province to illustrate how "good eating contributes to good thinking" through the Kids Eat Smart Art Challenge 2003: The Good Eating – Good Thinking Banner Project.

The Smart Art Challenge 2003 is sponsored by Petro-Canada, the Foundation's leading corporate sponsor and is being delivered to schools throughout the province with the cooperation of the Department of Education. Over the next few weeks, schools will receive the Good Eating – Good Thinking Banner Project Kit: a 1m x 1.5m broadcloth banner, information, and an invitation for a group, a class, or the whole school to contribute to the creation of the banner using creativity and crayons, markers, paint, dye, stitching, and/or whatever resources the students have available to them. The final product will illustrate, through the hands of children, why good eating is important. Once complete, the banners will become part of the Good Eating – Good Thinking Banner Exhibition that will be on display throughout the province.

Kids Eat Smart Foundation Executive Director Susan Green says, "Teachers play a crucial role in our children's healthy development. We planned the Banner Project in consultation with the Department of Education so that it supports curriculum initiatives and appeals to the imagination and creativity of students and teachers. We're really excited about this Nutrition Month initiative and look forward to seeing the finished products."

Gordon Carrick of Petro-Canada says, "We are proud to be a long term partner with Kids Eat Smart and excited to be part of Art Challenge 2003. The link between good nutrition and a child's ability to think and learn is well established. This is a great 'hands-on' opportunity for children around the province to share ideas and learn about the importance of nutrition."

With the support of Petro-Canada and other partners, Kids Eat Smart Foundation supports 139 Kids Eat Smart Clubs throughout Newfoundland and Labrador. These Clubs provide nutritious food to 14,000 children every school day. For more information, call Kids Eat Smart Foundation, 1-877-722-1996.

Crime Stoppers helps stop crime in its tracks

The Newfoundland and Labrador Crime Stoppers program began in our province in November 1992. It was the final province in Canada to launch this crime-fighting program. The first tip was received within the first 24 hours of operation. Crime Stoppers International was developed in 1976 by Greg MacAleese, a Canadian-born police officer in Albuquerque, New Mexico. Crime Stoppers' success depends on the cooperation and concerted efforts of three essential partners which include the community, the media, and the police.

Crime Stoppers is a community-driven program to help stop crime in its tracks. Crime Stoppers' role is to gather the tips that law enforcement agencies need to solve crime. It encourages people to provide tips that can be vital in the successful solution of a crime by offering a cash reward and guaranteeing a tipster's identity remains unknown. Crime Stoppers programs are highly successful in reducing the crime rate in Canada and throughout the world.

Newfoundland and Labrador Crime Stoppers is modeled after successful Crime Stoppers programs across the country and around the world. It was formed by the community with the help and direction of the RNC and RCMP. The program was designed to provide local law enforcement agencies with another investigative tool in their fight to solve and prevent crime in this province.

Any individual with information can call 1-800-222-TIPS (8477) to give their tip to Crime Stoppers. Everyone who calls will remain unknown and their information will be identified by a code number only. If the information given leads to arrest or criminal charges, a cash reward of up to $2,000 will be paid to the tipster, if requested.

For further information visit the Crime Stoppers web site at www.nf.crimestoppers.ca.

Applications sought for Margaret Williams Trust Fund Award

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library related projects or assistance in pursuing graduate studies in Library Science. Annual awards generally approximate $1,000.

For further information and an application form contact Mr. Richard Ellis, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NL, A1B 3Y1. Deadline for applications is March 28, 2003.

Office of the Child and Youth Advocate announces opening

The Office of the Child and Youth Advocate is an independent office of the House of Assembly of Newfoundland and Labrador. It's mandate is to represent the rights, interests and viewpoints of children and youth who are receiving, or are entitled to receive; services and access to programs provided by the government of this province.

Their offices are located at Suite 604, TD Place, 140 Water Street, St. John's, NL, A1C 6H6; tel: 753-3888 or 1-877-753-3888 (toll free); fax: 753-3988; or e-mail: office@childandyouthadvocate.nf.ca. Visit their website coming soon at www.childandyouthadvocate.nf.ca.

CANADA

National Film Board launches "Ultrabug Cliposcope"

The National Film Board's (NFB) Animation/Youth Studio has put a new, innovative web site online: the Ultrabug Cliposcope gives 9- to 12-year-olds a hands-on introduction to moviemaking. Michèle Bélanger, a producer with the studio, explains, "This project is part of our overall media education initiative. We want to use the Cliposcope to introduce kids to the world of film by teaching them how to make their own short animated films." With a few clicks of the mouse, the Ultrabug Cliposcope lets kids create films, view them and e-mail them to friends. The Ultrabug Cliposcope is easy to use thanks to the Ez-Toons game engine from Sarbakan, a well-known Quebec-based Internet game development company. The NFB is the first organization in Canada to be licensed to use the Ez-Toons engine, and its appearance in the Ultrabug Cliposcope represents a world-first on the Web. The site can be viewed at www.nfbkids.ca/cliposcope.

"Miss Mead sent me...
says to tell you I'm just not myself today."

Veronica Hewitt

VERONICA HEWITT, 1952 – 2002

On September 9, 2002, family, students and friends were saddened by the death of Veronica Hewitt.

Veronica was very courageous in her short battle with cancer and never complained during this time.

She began her teaching career in Jackson's Arm, White Bay, and would have retired from Main River Academy in Pollard's Point, White Bay in June 2003.

All through her career Veronica was very devoted and dedicated and was rarely absent from school. She was a very soft-spoken, caring teacher who was loved and respected by all her students.

Veronica was a valued staff member who accepted all responsibilities graciously and supported her colleagues in helping students achieve success. She will be forever missed by those who knew her.

(Submitted by the staff of Main River Academy)

Connye Kennedy (Bennett)

CONNYE KENNEDY (BENNETT), 1951 – 2002

On September 27, 2002, family, friends and colleagues were deeply saddened by the death of Connye Kennedy.

Connye was born and educated in St. John's and taught at Mary Queen of the World, St. Peter's Elementary and St. Peter's Primary in Mount Pearl. She retired in June 2002.

Connye was always ready to face a challenge and her last challenge was by far the most difficult one. She faced her illness head on and put up one unbelievable fight. She was truly an example of living life to the fullest.

Connye had a great love for the games of golf and curling and her philosophy was that "looking good" was equally as important as "playing good".

Connye was a take charge, creative and enthusiastic person who was able to energize a group of people. She was co-founder of the "Parents Can Help" volunteer program at St. Peter's and organized and oversaw the program's effective running for 14 years. She possessed outstanding leadership qualities.

Her capabilities as a teacher and her ability to create independent learners have been an inspiration to us all. She was keen to share resources and expertise with fellow teachers, especially new teachers on staff. She was a tremendous support and mentor to them.

Connye was a very generous and giving person, a wonderful teacher, mother, wife and friend who will always remain in our hearts. We feel very fortunate to have known her and we truly miss her.

We extend our heartfelt sympathy to her family and friends, especially her husband John, daughter Sheila, brothers Paul and Noel, and her best friend and colleague, Brenda.

(Submitted by the staff of St. Peter's Elementary School)

Cecil Penney

CECIL JAMES PENNEY, 1957 – 2002

On March 28, 2002, family, friends, and the community of Roberts Arm were shocked and saddened by the unexpected passing of Cecil Penney.

Cecil was born at Port Hope Simpson, Labrador. He graduated from D.C. Young Pentecostal Academy in 1974, after which he attended Memorial University where he graduated with a B.A., B.Ed. and later completed a Masters Program in Educational Administration. He taught for 24 years, 21 of them at Green Bay South Academy (formerly R.W. Parsons Complex), Roberts Arm.

Cec, as he was known to most, was one who embraced life to the fullest and put his family at the top of his priority list. He and his wife Glenys and two children travelled extensively. He packed more adventure into his 44 years than most people will do in a lifetime.

Cec was loved by the students he taught. He was approachable and gave students a sense of self-confidence, pride and motivation. The staff and students will miss his vibrant presence.

Cec is deeply missed by his two children, Lori Beth and Andre and beloved wife Glenys, father, brothers and sisters and many friends.

Cec will be remembered as one who lived well, laughed often and loved much. He had the respect of others, looked for the best in them and gave the best of himself. He had a great appreciation for the adventure of life and embarked on it with excitement and enthusiasm.

(Submitted by the staff of Green Bay South Academy)

Curtis Thorne

CURTIS F. THORNE, 1918 – 2002

Curtis Thorne, retired teacher, RCAF Veteran, passed peacefully away at Carbonear General Hospital on October 29, 2002.

Curtis was born into a simple environment at Grand Bank when times were very difficult. He was educated at the Salvation Army School, Grand Bank and left home at the age of 16 to teach. He took part in soccer, hockey, and continued into university (MUN). In church he was active in the band and Sunday School. He volunteered for the RCAF in 1942 and served as a wireless operator for three years. After discharge he worked with Customs and then returned to teaching.

During his more than 34 years of teaching, Curtis enriched the lives of hundreds of students at Moretons Harbour, Deer Lake, Hare Bay and Bell Island. He will be remembered by his family as a loving husband, Dad and "Pop", and by his church family as a loyal friend and valued Salvationist.

Curtis leaves his loving wife of 54 years, Muriel, daughter Marilyn and grandchildren Barry and Jill.

(Submitted by Muriel Thorne)

Update and Reminders

Workers' Compensation and You

by PERRY DOWNEY

Now that we have completed the first few months of the new school year, hopefully everyone has survived without any near misses, accidents or injuries. The phrase, "Go Break a Leg!", which we often use when encouraging one another to do the best job we can, takes on a whole new meaning in relationship to the Workers' Compensation system if you are the unfortunate one to receive such an injury at work.

Over the past year or so, you may have read that the Workplace Health Safety and Compensation Commission has been undergoing considerable changes. The "Task Force Report on the Workers' Compensation System", chaired by Mr. J. Wayne Trask, was commissioned on October 27, 2000 by the then Minister of Environment and Labour, the Honorable Oliver Langdon, to review the system in place at the time and to submit to the Provincial Government its findings and recommendations. After the Task Force completed an extensive province-wide consultation process, it submitted its report on February 16, 2001. The Report contained 44 recommendations on changes that were necessary in order for both the Commission and the Workers' Compensation system to operate efficiently and economically. In May 2001, the House of Assembly passed Bill 16 amending both the Workplace Health Safety and Compensation Act and the Occupational Health and Safety Act and approved into law almost all of the recommendations from the Task Force.

Throughout the Fall of 2001 and into 2002, employers, workers, worker representatives, and officials from the Commission have been involved in an extensive consultation and cooperation effort in order to ensure that all workplace parties become familiar with the new legislative requirements. The Newfoundland and Labrador Federation of Labor and the Newfoundland and Labrador Employers Council have entered into a *Cooperative Approach to Training* partnership initiative to deliver education and training, designed to help both employers and workers meet the legislative requirements of Bill 16. To date, hundreds of individuals have already been trained and many more training sessions are planned for the remainder of this year, with a goal of training over 20,000 workers and employers by the end of the 15 month project period.

The remainder of this article will serve as a reminder to both teachers and school district officials alike of their obligations under the new legislation.

What Are My Responsibilities/Obligations if I am Injured at Work?

My initial response is to seek medical attention immediately, if necessary. Under the legislation, however, one's obligation is to report the injury. For both teachers and school district officials alike, all injuries, no matter how minor, should be reported to the Workplace Health Safety and Compensation Commission (Commission), as soon as possible. For a teacher, an injury as minor as a paper cut should be documented on an official "Worker's Report of Injury - Form 6" and submitted to both the school district and the Commission, as soon as possible. The reporting of such injuries does not automatically place a worker on Workplace Health and Safety benefits, but rather, it does officially register the injury and protect the individual from possible future denials of benefits if the injury causes further complications.

Under the legislation, an employer is required to report all injuries which result in medical attention and/or loss of time. Employers are required to use the "Employer's Report of Injury – Form 7" to report an injury to the Commission and a copy of the report should be provided to the teacher.

The Benefits and Economic Services Division of the NLTA has also established a reporting and tracking system for all accidents and injuries in the workplace.

Any teacher who is involved in an accident and/or sustains an injury as a result of a workplace accident, should report the injury to the Association as soon as possible, using the NLTA's "Teacher's Report of Accident/Injury (Incident)" form, regardless of its severity. Since this form is a new modification to the current reporting and tracking procedures used by the Association, a faxed copy of this form can be obtained by calling the NLTA. We anticipate that all schools should have received a copy of this form.

The legislation governing employers throughout the province requires employers to complete and submit "The Employers Report of Injury" form to the Commission within three days of receiving notification of an injury. All teachers should attempt to complete and submit their "Workers Report of Injury" form and the NLTA form within the same three day period in order to avoid any unnecessary delays in the processing of the claim by the Commission. (Note: All teachers employed in the province are governed by the Workplace Health and Safety legislation and therefore do not have the option of availing of sick leave benefits, if the reason for the absence is a work-related injury.)

To report an injury which did not require medical attention, (i.e., a visit to a medical doctor) or did not result in any lost time, (i.e., absent from work) teachers should complete page 1 of Form 6 and fax it directly to the Commission. Teachers should also provide a copy of the report to school district officials and fax a copy to the NLTA.

In summary, teachers should follow these procedures when reporting a work-related injury.

1) Seek medical attention immediately, if necessary;

2) Inform your supervisor (principal, vice-principal) of your injury before leaving the workplace. If a supervisor is not available, inform a co-worker;

3) Complete Form 6: "Workers Report of Injury", within three days of the injury and: (i) fax a copy to the Commission at 709-778-1302; (ii) provide a copy to the Employer; and (iii) fax a copy to the NLTA at 726-4302 or 1-877-711-6582 (toll free).

4) Complete and fax the NLTA's "Teacher's Report of Accident/Injury (Incident)" form. (Note: This form is currently available by calling the NLTA. This form will also be used by teachers when reporting an accident at the workplace which may not have resulted in an injury.)

5) If required to seek medical attention, obtain sufficient copies of Form 8/10 "Physician's Report". Provide a copy to your school district representative (i.e., the Director and/or Assistant Director of Personnel) and fax a copy to the NLTA office.

If everyone becomes familiar with the legislative requirements and the above procedures, the workplace should eventually become a much safer and safety-oriented environment in which to work.

If you have any questions or concerns with the information contained in the article, please contact Perry Downey, Administrative Officer in the Benefits and Economic Services Division. Mr. Downey is currently the NLTA's Workplace Health, Safety and Compensation and Occupational Health and Safety staff representative for all teachers throughout the province. He is also a member of Workers' Compensation Training Unit – Occupational Health and Safety Committee.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Substitute Teachers

School Closure & Salary

by PERRY DOWNEY

If a substitute teacher is contracted to work at a school on a particular day and that school is subsequently closed due to inclement weather, lack of heating, or other cause specified under Section 32 of the Schools Act, then the substitute has been "deemed to have kept school" and therefore must receive salary for that period of time. This requirement is effective whether or not the teacher received prior notification of the school closure before leaving for school or arriving at school.

The particular article of the Collective Agreement dealing with this issue is Article 49.04, and it distinguishes between situations when the school is closed for weather or any other cause (under Section 32 of the Schools Act), as compared to situations when the school is still open, but previously contracted substitute services are not required for some other reason.

Article 49.04 (a) states that: *For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where the school is closed pursuant to Section 32 of the Schools Act.* That section of the Schools Act requires that a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or any part thereof when the school is closed for any of the reasons contained in that section. These reasons would include: inclement weather, by order of the Minister of Health for health reasons, school repairs, failure of the sewage system or other cause of a similar nature, lack of heat, etc. Thus, if school is closed, under Section 32 and Article 49.04 (a), previously contracted substitute teachers are "deemed to have kept school" and must receive salary.

However, if the services of a substitute teacher are not required for reasons other than school closure under Section 32, and the teacher is notified before arriving at the school, then the substitute teacher doesn't receive pay. For example, if a substitute teacher was contracted to substitute for another teacher who would be attending a workshop, and the workshop was cancelled, the substitute teacher would not be paid for the day, provided prior notification (i.e. notification prior to reporting for duty) was given.

These latter situations are covered under Article 49.04 (b), which states that: *For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where previously contracted substitute services are not required for any other reason(s), and the substitute teacher is not notified prior to reporting for duty at the school that his or her services are not required.*

Additional information on this issue can be found in the NLTA Infosheet "Substitute Teacher Member and Benefits." Inquiries on this matter should be directed to the Benefits and Economic Services Division.

Perry Downey is an Administrative Officer, Benefits and Economic Services Division, at the NLTA.

Teacher Workload Study Moves Forward

by LLOYD HOBBS

Schedule M of the Provincial Collective Agreement states: *Memorandum of Understanding re Workload: The parties to this Agreement will conduct a study to gather and analyze data related to activities involved in a teacher's workday/year. The parties agree to participate jointly in the design and conduct of the study. Where the parties concur on the terms of reference of the study, they will share equally in the cost.*

This is the same wording which appeared in Schedule P of the 1996-2001 Collective Agreement. Unfortunately, while several meetings were held, the intent of Schedule P never materialized and no workload study was conducted during the life of our last agreement. With the signing of our last Collective Agreement and the inclusion of Schedule M, all parties have reaffirmed their commitment to gather and analyze data related to activities involved in a teacher's workday/year.

Throughout the Fall of 2002, a number of very successful meetings were held between representatives of the Department of Education, the Newfoundland and Labrador School Boards Association and the Newfoundland and Labrador Teachers' Association. As a result, all parties have agreed on a researcher who will conduct a literature review, develop a survey instrument, administer a questionnaire, collect and analyze information and write a report on the subject of teacher workload.

In order for such an activity to be successful, it is important for all members who are asked to participate in this study, provide their responses in a timely, open and frank fashion. Only by giving the researcher an accurate reflection of teacher workload issues, can we hope to address those concerns in future collective bargaining and in other Association activities.

During the winter of 2002-2003, you can expect to be approached to participate in this study. A high participation rate is necessary to obtain the most accurate reflection of conditions as they exist for teacher workload throughout the province. Working together we will address this very important issue for our membership.

Lloyd Hobbs is Assistant Executive Director (Responsible for Benefits and Economic Services) with the NLTA.

Recent Developments in Maternity and Sick Leave

by STEFANIE TUFF

Pursuant to Article 17 of the Provincial Collective Agreement (Article 28 of the Labrador West Collective Agreement) teachers are entitled to a period of up to 39 weeks of unpaid maternity/adoption/parental leave. For birth mothers, the normal practice has been to commence maternity leave as of the date of the baby's birth, then claim Employment Insurance (EI) maternity benefits for the first 15 weeks of leave and EI parental benefits for the rest of the period of leave (EI parental benefits may be used by either parent or split between them, up to a combined maximum of 35 weeks of benefits). The distinction between EI maternity and parental benefits is that the 15 weeks of maternity benefits are only available to natural mothers as they are intended to provide a specific period of time to allow for physical recovery from pregnancy and childbirth. Pregnant women who are unable to work due to illness, whether the illness is pregnancy related or not, may access their paid sick leave prior to commencing maternity leave or EI sickness benefits.

However, recent judicial and arbitration decisions in other Canadian jurisdictions have indicated that birth mothers are entitled to access any regular paid sick leave benefits available to them through their employment for a certain period of time following delivery. In Brooks v. Canada Safeway (1989), 59 D.L.R. (4th) 321, the Supreme Court of Canada ruled that pregnancy and childbirth provide "a perfectly legitimate health-related reason for not working and as such should be compensated" by the employer's short term disability or paid sick leave plan. In Ontario Secondary School Teachers' Federation, District 34 v. Essex County Board of Education (1998), 64 D.L.R. (4th) 455, the Ontario Court of Appeal followed this reasoning and held that the provisions of a collective agreement prohibiting sick benefits for a period of time surrounding childbirth were discriminatory. The arbitrator in another case involving an Ontario school board went so far as to rule that birth mothers should be entitled to an automatic six week period of paid sick leave following delivery without the necessity of medical proof of illness.

In light of these decisions, the NLTA is of the opinion that any teacher who gives birth is entitled to access paid sick leave for a certain period of time following the delivery of her baby, providing she has the necessary sick leave credits available. When requesting maternity leave, teachers should advise their school boards that they do plan to avail of paid sick leave for up to 6-8 weeks following the date of birth and that a medical note for this period will be provided. If you have any questions regarding this issue or require assistance in relation to a maternity/sick leave request, please contact an Administrative Officer in the Benefits and Economic Services Division.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

It was the best of times, it was the worst of times

(With apologies to Mr. Dickens)

by DEAN INGRAM

With the coming of a new year we are often forced to reflect on the past year. 2002 will soon be a memory, and for myself I am glad to see it go. The year was certainly a memorable one, but one that I would rather forget. Decisions that were made by myself, and I take full blame for them, forced me and my family to go through one of the most tormenting experiences that I can imagine anyone going through.

Perhaps it is necessary that I explain the circumstances which led to my writing this article. In September of 2001 my wife and I were enjoying every moment with our newborn son, but at the same time I wasn't feeling right. I was tired; I had a dry cough that I just couldn't shake. In short, I was feeling just plain lousy. "Oh well," I thought. "Must be age (I had just turned 30). Maybe stress – (midnight bottles, changings, work, etc.) Wait, do teachers have stress?!? – silly question." Every scenario I could think of to explain how I was feeling, except for the real reason, I was to discover very soon.

"It was at this time that I made one of the most irrational decisions I could have ever made. I decided to opt out of the Salary Continuance provision in the NLTA Group Insurance."

It was at this time that I made one of the most irrational decisions I could have ever made. I decided to opt out of the Salary Continuance provision in the NLTA Group Insurance plan. I had listened to everyone around me except the people that I should have. I heard all the stories about how hard it was to get (something about needing a note from God to avail of it). I can remember now ridiculing the plan, saying how costly it was and what a colossal waste of money it was. I even tried to convince others of the benefits of opting out. I felt that the money I was paying into Salary Continuance could be used to fund an RESP for our son. My wife didn't want me to opt out but I didn't listen. I even joked about it, saying that unless I was paralyzed or had cancer I would never take advantage of it. After all, what were the odds of that happening? I think there is a phrase out there – "Be careful what you wish for". Maybe a more accurate one would be that "fools tread where wise men dare not go". As you read through this article you will see which of them I was.

As the fall progressed this situation became worse. My energy level decreased. My cough became worse and there was a developing tightness in my chest. My explanation for it was that it was all being caused by the stress and increased workload brought on by the NAPE strike within our school district.

This situation continued to develop throughout the fall. Those around me pointed out that there was something bothering me. "Something wasn't right", they told me. My secretary even remarked to me that I was more irritable than normal. I agreed with her. Things that hadn't fazed me before now got underneath my skin. Minor issues became major concerns. All for no good reason, or so I thought. My wife, who endured all this, pointed out to me on several occasions that I should see a doctor. I was coming home in the evenings and taking a nap. Keep in mind that we had an infant in the house and my wife needed help – help that I wasn't giving. If living with me that fall doesn't qualify those around for Sainthood, I'm not sure what will.

Things finally came to a head the week prior to Christmas holidays. While driving home I developed a squeezing pain in my chest. This prompted me to go to the hospital. I thought I was having a heart attack. At the local hospital I was examined and told that my heart was fine. The blood work and EKG showed nothing. I left the hospital that night feeling like a fool for having gone in for what I thought were gas pains. I even had the audacity to get upset with my wife for insisting that I go in for nothing.

A couple of days later (Thursday) I was home complaining about my chest tightness. My wife began to insist that I go to the hospital again. I resisted. She persisted. I thank God every day that she did. In fact we joke about the fact that I am a very lucky man to have a wife that nags. If only I knew at the time how lucky I was.

At some point during our discussions that night I realized that the only way I was going to get any sleep was to go in to the hospital. I did and the doctor on call thought that it might be pneumonia or maybe pleurisy developing. As part of his examination he ordered a chest x-ray. He saw nothing out of the ordinary and that was all I thought of it. I went home and cursed the three hours of sleep I had missed as a result of my hospital visit.

"I can remember now ridiculing the plan, saying how costly it was and what a colossal waste of money it was. I even tried to convince others of the benefits of opting out."

Then came the call. I was lying in bed on the Saturday following our school closing for Christmas holidays, enjoying every minute of rest I could get. You can imagine why. Our son, Michael, was still asleep and everything was so quiet, peaceful – RING, RING. Darn phone. On the other end was a doctor from the local hospital who informed me that he wanted me to come in to have a CT scan done as soon as possible. Still half asleep I mumbled something to the effect that I would be in to pick up the referral sometime that day. I lay back down – WHAT? A CT SCAN? WHY? IT'S SATURDAY MORNING. IT'S 8:00. THIS IS SERIOUS!! Having rationalized that doctors don't call you at home on Saturday mornings as a matter of course I quickly sped out the door to get that referral.

When I picked up the referral I made a point of reading it. Having a Biology background allowed me to interpret that the x-ray had shown that the space between my lungs was enlarged. Something was there pushing my left lung over. In short, they were looking for growths in my chest – cancer.

I managed to get the CT scan done on Christmas Eve. The doctors told me that there was a growth and it was likely cancerous. Appointments were made for me to see specialists and the necessary tests were done which confirmed what everyone expected. I did have cancer; more specifically I had Hodgkin's Disease (the same disease that Mario Lemieux had). The prognosis for it was excellent. People told me it was the better type of cancer to get. That was a little easier to take. But does anyone want any type? To me it was like asking which would you rather – a kick in the shin or backside? But I had to remain optimistic. So when the doctor told me the diagnosis, I asked him if I would be able to play hockey after all this was over like Mario had. He assured me that I would. My response – "Good!! Because I darn well couldn't before."

Then other thoughts occurred to me. How was I going to tell my mother? She had recently been informed that her cancer (Non Hodgkin's Lymphoma) had relapsed. She had enough on her plate. My father works on the Lake boats and she was home alone. Mentally it would have been too much for her.

As for my father, he returned home in early January and had his own health issues. He was experiencing a lot of abdominal pain. An ultrasound showed an enlarged liver. Oh no! Here we go again. Thankfully Dad's problem was only his gall bladder. He had to have surgery but that was all.

Regardless, my life was certainly going to change. I knew that I was going to be off work for an extended time frame. I called the District Office and explained the situation to the Assistant Director Personnel. Steps were quickly taken to ensure that the situation in my school after the holidays would not affect me or play on my mind. The District Office was very supportive of my family throughout this entire ordeal. They went above and beyond what would be expected.

The end result of my visits and consultations was that I would begin chemotherapy in January 2002 and have 12 treatments which would run until July. I wasn't worried about financial issues at that point because I believed I would be returning to work in the fall. My sick days would carry me until then. Granted there were medical expenses, but we could get by. Schools in the District though and the local NLTA branch did take up collections which were appreciated and helped alleviate any extra stress that was being felt at that time.

Once I finished my treatments there were the normal post treatment tests. Mine though weren't normal. The CT scan showed normal but the gallium scan was not. In short, the cancer was still there. While driving in to see my doctor I found a lump in my neck. The decision was made to biopsy the lump. That came back as cancerous as well. The day I got that news was not one of my better ones.

This meant they were going to have to treat this more aggressively. It would mean I was going to have a stem cell transplant. There would also be follow up radiation therapy. This meant I was not going to be returning to work in the fall. It also meant that my sick leave would run out. Now we did have financial concerns. If only I hadn't opted out of the Salary Continuance.

This is the point in the story where I have to say thank you. The schools in Vista District, Vista School Administrators Special Interest Council, the Clarenville Area Crime Prevention Committee, Arnold's Cove Lions Club, Arnold's Cove Recreation Committee, communities of Swift Current, North Harbor, Garden Cove and Black River, retired teachers in the area, and Joint Council all took up donations to help me and my family through this battle. The cards, emails, and words of encouragement from the students in Swift Current were very much a motivator. I can't express my gratitude enough. It has been a very humbling experience to say the least, but with the help of friends and neighbors we were able to get through.

I especially want to mention one person in particular who stood out in his support for me – the Assistant Director of Personnel, Mr. Frank Galway. Throughout the entire ordeal he was there for whatever assistance and support he could offer. He visited me often and kept in touch. Anyone who has to go through this ordeal should be so lucky to have that level of support from his or her employer.

So my advice to anyone considering opting out of the salary continuance provision is to give it a lot more thought than I did. If I had thought it through more I wouldn't have made the same decision. After all, my odds of getting cancer were considerable. In my family it is very prominent. I had two grandmothers, a grandfather, mother and numerous aunts and uncles develop it. I should have known better. I did know better but I made a bad decision. This decision added additional stress to an already stressful situation. Thank God for the support we received.

As I close this article I am proud to report that I have just finished my treatments. My last CT scan was normal and all indications are that I have beaten this. The percentages aren't perfect but all I know is that the odds of me beating it are better than not. And that is all I need to worry about. I keep telling the same to my mother who will be receiving a bone marrow transplant in April. Each day is meant to be appreciated and I am trying to do exactly that. The motto that I have adopted is that I am going to enjoy the time that I have, be it five days, months, years, or decades and the heck with what I don't.

Dean Ingram is a teacher at Swift Current Academy.

Long Term Disability Insurance – The Facts

by DON ASH

Every month 10 to 15 teachers contact me, as the NLTA staff person responsible for Group Insurance, to ask questions about Long Term Disability (LTD) insurance (formerly known as Salary Continuation) and discuss the advisability of opting out of this insurance. The cost of LTD Insurance, currently 1% of salary, is perceived by teachers to be expensive and precipitates many of these calls. The second most common reason for the calls is a misunderstanding of disability insurance and/or incorrect information as to the difficulty of obtaining benefits under the LTD program. The purpose of this article is to provide the "facts" about LTD coverage, including statistics and historical usage by teachers and the claims process. Preceding this article is a personal account by Dean Ingram which illustrates the misconceptions that exist about LTD and the potential impact on teachers of opting out of this insurance.

Statistics

The following are relevant statistics which illustrate the usage of the NLTA Long Term Disability program:

NLTA Claims	1998	1999	2000	2001*	2002*
Submitted	21	37	31	18	17
Declined	2	10	5	7	5
Approved	19	27	26	11	9
Now Terminated	17	20	21	6	4
Remain Active	2	7	5	5	5
Pending	-	-	-	-	3

* Number does not include teachers on paid sick leave.

- Since 1996 there have been 166 claims approved.
- Since 1996 82% of submitted claims have been approved.
- As of December 2002, there were a total of 40 active claims open with five claims pending.
- Causes of Disability – Active Claims (latest information): psychiatric (43%); muscles and tissues (19%); nervous system (10%); malignant neoplasms (7%); accidents, poisoning (2%); cardiovascular (2%); other causes (17%).
- The total deficit balance for LTD as at December 31, 2002 is $328,000.
- There are approximately 4,500 teachers participating in this option.

Long Term Disability Insurance is coverage to protect your income in the event that a medical disability prevents you from performing the duties of your occupation after your paid sick leave benefits and other sources of income have been exhausted. The insurance benefit is not accessible until a teacher has exhausted their paid sick leave. First, it is important to realize that LTD does not automatically kick in when a teacher's sick leave runs out. This popular misconception may be partially blamed on the former use of the name "Salary Continuance". To avail of sick leave a teacher must provide a note from a physician indicating they are "sick" or unable to attend work. To avail of LTD benefits a teacher must be totally disabled, and must have medical documentation to confirm a continual disability from the onset of sick leave. Application must be made and detailed medical documentation provided.

What is Deemed a Disability Under This Insured Benefit?

Under the terms of the Insurance Policy, an insured must be totally disabled in order to quality for benefits. Totally disabled means: An employee who is wholly and continuously disabled due to an illness or accidental bodily injury and, as a result, is unable to perform the duties of: i) his/her normal occupation during the qualifying period and the succeeding twenty-four (24) months and thereafter; ii) any occupation for which he/she is, or may become, fitted by education training or experience.

The insured must also be under continuing medical supervision and active treatment considered satisfactory to the underwriter ManuLife.

Normal occupation does not refer to a specific teaching assignment (e.g., a physical education teacher), but

refers to the general occupation of a teacher. After 24 months the definition changes such that to continue to avail of Disability Insurance, a member must be unable to perform the duties of any occupation for which they are or may become fitted. The occupation change will pay no less than 75% of the earnings for your normal occupation. Of course, this means that a person may qualify for Disability Insurance within the definition of their occupation and receive benefits for 24 months, but may not qualify under the "any occupation" definition even though the illness/disability may not have changed. Continuous medical treatment and documentation is required regularly throughout the time a teacher accesses Disability Insurance benefits.

When Should a Teacher Apply for Disability Benefits?

The application for Disability Benefits often takes from 45 to 60 days to process. If medical documentation is incomplete the process can be extended. It is desirable that teachers apply for LTD benefits at least 90 days in advance of running out of paid sick leave to ensure that there is no period when a teacher is without income. A teacher on Workers' Compensation must apply for LTD benefits no later than six months after their injury even though their sick leave is not used up.

To What Benefits is a Teacher Entitled, if Deemed Eligible?

Disability Insurance is not a stand alone plan. The premiums are such that it is expected that the teacher will avail of other potential sources of income simultaneous to receiving Disability Insurance benefits. For example, if a teacher's disability is deemed to be permanent, the insurance company may require the teacher to apply for Teachers' Pension Plan Disability benefits. On its own, LTD will provide a benefit of 66⅔% of gross salary. The all source maximum is 85% of regular net earnings; therefore, the amount of insurance claim paid is usually reduced if a person has other sources of income (e.g., TPP Disability, Workers' Compensation, CPP Disability, etc.).

What is the Claims Process?

Ideally a teacher applies for disability benefits at least 90 days prior to paid sick leave running out (or less than six months from the date of injury for a teacher on Workers' Compensation).

Parts of the application must be completed by the plan member, plan administrator (Johnson Incorporated), the employer, and the members' physicians.

The application is received by the insurance company. A Disability Assistant ensures all necessary information is provided and then gives the file to a Disability Adjudicator for review.

The Disability Adjudicator reviews the application, makes contact with the member, attempts to gather any additional medical or personal information required, and does a determination of the functional ability of the member.

If a determination is made that benefits are payable, the claim is approved and benefits begin.

If a determination is made that the member is not eligible according to the terms of the contract, a detailed letter is provided outlining the rationale for the decision.

Appeal Procedure

The claim will be reassessed upon receipt of a written appeal accompanied by new/additional medical information.

Once benefit payments commence the file is managed according to prognosis, rehab potential, etc. with the objective to continually manage the claim for progress, deterioration, preparation for change in contract definition. This management includes requests for ongoing medical information and other information the underwriter may require.

Approximately 18 months into the claim (six months before the definition change to any occupation) the adjudicator will review the application for eligibility for benefits beyond the definition change.

If a member is deemed to possess the qualifications, functional ability, and transferable skills to perform the duties of an alternate occupation, which could provide minimal 75% of normal earnings, benefits will cease at the definition change date. This is irrespective of availability or attainment of the identified occupations.

If a member is deemed unable to work in any capacity, benefits continue and any potential offsets such as TPP disability or CPP disability would be pursued if this has not already been done.

The file would be medically updated on a regular basis.

"... it is important to realize LTD does not automatically kick in when a teacher's sick leave runs out."

While there is a significant premium cost and accessing the benefit involves a lengthy application process and verification of medical disability, the insurance benefit is substantial and often the difference between poverty and maintaining one's standard of living. For most people, insuring one's income is as important as insuring one's home or car. The question to be asked is how could you manage financially if you lost your income and were medically unable to work. If you have any questions regarding this issue, please contact an Administrative Office in the Benefits and Economic Services Division of the NLTA.

Don Ash is the Staff Consultant for the NLTA Group Insurance Program and is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Celebrate Life!

by MARIE WALL

It is my belief that celebration is an essential part of healthy living. The elements of healthy living are varied and the social component has as much importance as our physical and emotional well being. They are interdependent; one strengthening the others. Having a celebration is a conscious effort to mark and acknowledge events. Festivities, parties, galas, rituals, are but a few of the names of these events. They involve taking time for accomplishments, loves, losses, significant moments, people and anything else that seems fit.

A celebration is a moment in time when we stop to reflect on events and accomplishments, to delight and share with those who are important in our lives. Whatever the name, it observes a significant moment and gives us energy to keep going and memories to carry us through the routine of daily life. Becoming celebratory can even be a way to bring healing to a person or community. It is not only the good times that need to be celebrated; the tough times need to be acknowledged as well.

A ritual is often the marker that signifies the movement from one time to another. There are formal rituals; birthday and anniversary parties are yearly events that remember the people in our lives, weddings signify the love of a couple, funerals celebrate the life of a person. In our culture, wakes and funerals are important to help us acknowledge the contribution someone has made and for us to honour that person in our lives. I remember one person saying that while the funeral was a sad loss of a special person, it was a celebration of their life and a time to reunite with family. There are also informal rituals such as celebrating school successes or letting go of past memories, acknowledging the need to stop and think about experiences and obtaining the freedom to move on to new things.

Throughout the world various cultures have celebrations. They may occur at different times of the year or be called other names, but the essence of the festivities are the same. Just a short while ago we celebrated Christmas. One of the things that I have come to appreciate in a new way is the community aspect of a celebration like Christmas. Daily life and business activities changed for a short period of time while the celebration of Christmas, with parties and gatherings, were in full swing. This is very different from taking holidays during the summer, when daily life slows and is much more personal than communal.

Celebration was first taught to me by my family and then by the community at large, and throughout my life people have learned its importance. The positive feelings it can awaken, the memories it can create and the opportunity to build and heal relationships are all reasons to celebrate and mark time and events through festivities. In some families and communities celebrations have been much more integral than others. I know individuals who find it difficult to celebrate events because it was never the norm for them growing up, and now it may feel uncomfortable, even foolish. It is not always easy, but finding ways to celebrate life makes life more enjoyable.

"The positive feelings it can awaken, the memories it can create and the opportunity to build and heal relationships are all reasons to celebrate and mark time and events through festivities."

Two events occurred during the past year which have taught me a great deal about the need for celebration – my parents' golden anniversary and my 40th birthday. In the first instance I felt it important to celebrate my parents, and in the second I learned the value of celebration at a significant point in my life. Planning the celebration and gathering people who have shared their lives over time was a powerful experience. There was laughter and some tears, and lots of eating and sharing. We paused for a short period and just enjoyed each others company. The event provided an opportunity to reconnect with family and old friends. These celebrations were not just for the honoured guests, as everyone walked away a little lighter and rejuvenated. The memories will last a lifetime.

Celebrating the good times brings joy. Think back to a time when you were celebrated – a birthday or

graduation – and how good it felt to be acknowledged. There are times when things are going well and a person can say there is no need to stop and acknowledge an event. I remember the first time I was graduating from a post-secondary institution, following years of learning and camaraderie. I did not think it was very important to go to the convocation ceremony; I felt I had more important things to do. An older and wiser friend of mine encouraged me to attend, to mark this time, to acknowledge what had been accomplished and to use it as a springboard for what was to come. It was only in retrospect that I have been able to appreciate that wisdom. It was a way to bring closure to one period of my life and to explore the possibilities to come.

Celebrations are not always easy. There are difficult times in life when we would just rather not bother, either because of the circumstances or the people involved. Whether it is the loss of a relationship through death or otherwise, a failure experienced, or a dream thwarted, we have a need to honour the experience, to say what was good, what was bad and to receive permission to move on. In my experience celebrating the hard times are just as important as the jubilees which come our way.

Festivities can also precipitate strife. I think of times when a party has led to distress of some sort. This experience may cause us not to enjoy certain events or to avoid them. Although this is unfortunate, it is still important to have celebratory times. So when having a gathering it is important to remember that people are more important than things, a little time together is sometimes better than too much, and the pain of being disconnected from meaningful relationships can be carried on much too long.

Creating personal rituals can be one way to consciously celebrate life. Rituals can be quite routine and include daily events such as a good-bye kiss or an evening meal with family or friends. I often help people develop rituals to aid in letting go of past ties, whether relationships, material goods or attitudes. If you know people who are always rehashing the past or continually feeling hurt by events long over, this is an indication of what some call "old baggage". In the movie *The Mission*, Robert DeNiro's character was shown carrying a heavy bag of metal on his back. This symbolized his past transgressions. It was only when he had forgiven himself and cut this burden loose, that he became free to truly embrace life.

I know a person who let go of an old relationship by gathering friends to eat a meal and then burning the mementos that were no longer significant in a bonfire. Another person went on a long hike to signify the changes that had occurred and the need to move on and look to the future.

Healthy living requires a balance of many aspects of life and taking time to celebrate is one way to maintain this balance. It is this celebration, the marking of time, that helps us to cope with daily living – socially, emotionally, and physically.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Claudette Coombs (ext. 242).

Learning (and Teaching) by Heart

Lessons from Roland Barth

by BEVERLEY PARK

In the daily challenges that face us, there are times when we might ask, "Why did I ever decide to become a teacher?" If the question bears asking, then it likewise merits a response.

There are a rare few among us who were strategic enough in our decision making to plan for a career that gave us time off in the summer. But, even among that group, July and August, or the parts that are left of those months after cluing up from one year, the summer professional development, and then getting ready for the next year, wouldn't be enough to keep anyone in the profession if there wasn't something good happening between September and June.

There is a second group of teachers – a group which is decreasing in numbers these days – who actually did not make the choice. It was made for them, usually by a clergyman who identified a young man or woman with some qualifications (minimum though they may have been at the time), and of good character, and steered him or her towards a community in need of a teacher – with all other community duties as assigned. For these teachers, the profession chose them.

Then there is the vast majority of us who made the choice for reasons which, although they may vary in specificity, are generally the same. Why did we choose this career? Why do we continue? Despite the numerous studies, both in North America and Europe, which consistently cite factors such as ever-increasing workloads, target-driven (as opposed to learning-driven) culture and lack of support for the profession, there are an equal number of studies to document the reasons why teachers are willing to face these challenges. They cite the personal and professional satisfaction that one feels from working with children. They document the fact that teaching is a creative, mentally-stimulating and challenging career and, above all, they remind us of that greatest of all motivations – the sense that we truly do make a difference. Although different researchers in different contexts use different words, it all comes down to reasons of the heart and the mind.

Of all the educational researchers, no one describes this better than Roland Barth. As a champion for teachers and the work they do, Roland Barth has written and spoken extensively on that which resonates as our primary professional motivator – feeling and knowing that we really can and do make a difference. In this latest book titled "Learning by Heart," Barth acknowledges and gives credence to what we, as teachers, often feel is undervalued. He acknowledges the intersection of the personal and the professional. He defends the validity of craft knowledge. He embraces the wisdom of experience. He advocates for risk taking. He validates the practice of reflection. He refutes the assumption that "tests rule." He champions the rewards of learning, and he underlines of importance of making our learning visible.

I often use the quote, having long since forgotten the source, that "You teach some by what you say; You teach more by how you say it; You teach most by who you are." By all three measures – what he says, how he says it and who he is as a teacher and a learner, Barth exemplifies and personifies the power of teaching and learning. If, in the next few months, you find yourself asking "the why question," consider reading "Learning by Heart." It will reaffirm the choice you made to become a teacher and reassure you that you are making a difference.

Roland Barth is one of America's most renowned educators. He has been a public school teacher and principal and member of the faculty at Harvard University where he founded the Harvard Principal Centre and the International Network of Principal Centres. His book, "Learning by Heart" is published by Jossey Bass (www.josseybass.com) – ISBN # 0-7879-5543-4.

Roland Barth will be conducting a pre-conference seminar on May 21 in conjunction with the NLTA School Administrators' Council conference on May 22-23 at the Terra Nova Golf Resort in Port Blanford. For more information contact Rick Thorne, Tel: 709-547-2379; Fax 709-547-2549; E-mail: rthorne@stemnet.nf.ca. See the Calendar section of this issue of *The Bulletin* for more detailed conference information.

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA.

Copyright Advisory for Educators

Copying and showing radio and television programs

The following information sets out the requirements for copying and showing radio and television programs. These include requirements for reporting to the Educational Rights Collective of Canada (ERCC) as well as the exceptions provided for educational use.

Copyright Law

Prior to January 1, 1999, any copies of radio and television programs taped without the copyright owners' authorization were illegal.

On January 1, 1999, two educational exceptions in the *Copyright Act* came into force. Since then, educational institutions and persons acting under their authority can, without the copyright owners' authorization, tape radio and television programs at the time they are broadcast and show those tapes in the classroom. Educational institutions can:

1. Tape news and news commentary programs and show them for up to one year without having to pay royalties. After that, they must pay royalties in an amount set by the Copyright Board.
2. Tape other programs and keep them for assessment purposes for up to 30 days. If they keep the tape any longer, or if they show the tape at any time, they must pay royalties in an amount set by the Copyright Board.

The following provides guidelines for distinguishing between news programs, news commentary programs, and other programs such as documentaries.

Guidelines for Distinguishing between News, News Commentary Programs, & Documentaries

No royalty is payable for taping a single copy of a news program or news commentary program provided that the copy is destroyed within one year after the making of such copy. This royalty exception does not apply to documentaries.

To determine whether a royalty is payable, educators may refer to the following guidelines, which are intended to assist in distinguishing between the three categories of program. These guidelines were developed in cooperation with the ERCC and representatives of elementary, secondary, and post-secondary educational institutions.

1. A news program is a program reporting on local, regional, national, and international events as they happen, and includes weather reports, sportscasts, community news, and other related features or segments contained within the news program. Examples are: *The National, Ontario Ce Soir, BBC World Report.*
2. A news commentary program is a program containing discussions, explanations, analysis, observations or interpretations of the news and having a preponderance of the following elements: "talking head(s)"; minimal editing; minimal "shelf life" in its original form; and, if an interview or panel discussion format, unscripted responses. Examples are: *As It Happens, Studio 2, The Editors, Larry King Live.*
3. A documentary is a socially relevant program with a creative vision and/or viewpoint and with a preponderance of the following elements: significant research and preparation; pre-scripting; significant editing; and significant "shelf life." Examples are: *Life & Times, The Nature of Things, Rex Murphy, Les affaires et la vie, D'un soleil à l'autre.*

Special attention is needed in classifying so-called "news magazine" programs such as *48 Hours* and *20/20*, which can be either news commentary programs or documentaries. The above guidelines are intended to assist educators in distinguishing between the two categories.

Record-keeping Regulations

Since August 31, 2001, federal regulations require that educational institutions complete a record-keeping form every time a radio or television program is taped for classroom use, with one "72-hour exception." An institution that does not complete the required form infringes copyright. Infringement triggers a number of well-established – and costly – penalties.

The 72-Hour Exception
An educational institution is not required to complete a form for taping news and news commentary programs if the tape is erased within 72 hours of its making. Record-keeping is still required if other programs are taped.

How to Mark the Copy
An educational institution must assign a reference number or code to every program copied, which must be written on the tape itself or on the container. The number or code will allow auditors from the collective, ERCC, to compare tapes in school collections against the forms reporting copying that the school has sent to the collective.

Where to Send the Forms
Completed forms must be sent to ERCC. The collective was formed by the owners of the copyright in radio and television programs to collect royalties for the taping of radio and television programs for classroom use. ERCC's address is: Educational Rights Collective of Canada, P.O. Box 658, 31 Adelaide Street East, Toronto, Ontario, M5C 2J8, Fax: 416-368-8324, E-mail: info@ercc.ca.

When to Send the Forms
As of November 25, 2002, copies of all completed forms must be sent to ERCC every four months. The regulations specify that on or before January 31, May 31, and September 30 of each year, an educational institution must send a completed form for every tape made during the preceding four-month period.

When forms are sent, unless the information below has already been provided to ERCC and remains the same, the following must also be submitted:
1. the name, address, telephone number, facsimile number and e-mail contact information for the person whom the educational institution has designated as its contact for the purposes for all communications with ERCC;
2. the number of preschool, elementary, or secondary full-time equivalent (FTE) students;
3. the number of post-secondary FTE students.

How Long to Keep the Forms
After a copy of a taped program is erased or destroyed, an educational institution must keep the original record-keeping form for two years, or it can send the original to ERCC.

How to Obtain a Copy of the Federal Regulations
The *Educational Program, Work and Other Subject-matter Record-keeping Regulations* are available on the Copyright Board Web site: www.cb-cda.gc.ca/info/regulations/index-e.html.

The ERCC Tariff for 1999-2002
On October 25, 2002, the Copyright Board set a tariff determining the amount of royalties to be collected by ERCC from educational institutions in Canada, for the copying and performance of radio and television programs in the year 1999 to 2002.

The ERCC tariff is elective, not compulsory. Educational institutions have three options:
1. Not to pay the tariff
By not copying radio and television programs and continuing to purchase pre-recorded programming from distributors, educational institutions do not need to pay the tariff.
2. To pay a comprehensive tariff
For copying radio and television programs under the comprehensive tariff, elementary and secondary educational institutions are required to pay $1.73 per student full-time equivalent (FTE); post-secondary institutions are required to pay $1.89 per FTE. Institutions may copy as many programs as they wish and use them as often as they wish in the year for which the royalty is being paid.
3. To pay a transactional tariff
For copying a television program under the transactional tariff, elementary and secondary educational institutions are required to pay $1.60 per minute of the program copied; post-secondary institutions are required to pay $2.00 per minute. The program copy can be kept and used as long as it lasts. For copying a radio program under the transactional tariff, elementary and secondary institutions are required to pay $0.13 per minute; post-secondary institutions are required to pay $0.17 per minute. The program copy can be kept and used as long as it lasts.

Converting From a Comprehensive to a Transactional Tariff
Educational institutions wishing to convert from the comprehensive to the transactional tariff have two options:
1. To erase the tapes copied under the comprehensive rate within two years for news programs and news commentary programs, and within one year for other programs, in which case there is no conversion charge payable.
2. To pay a conversion charge for each tape they choose to keep. The charge is 50% of the transactional tariff rate per minute.

Retroactivity
For any programs taped between January 1, 1999 and August 31, 2002, when record-keeping regulations came into force, educational institutions have three options with respect to retroactive tariff payments:

1. To pay one dollar for any copy that is voluntarily reported and erased no later than December 31, 2002.
2. To pay the transactional tariff for 2002, which provides for a 75% discount on any voluntarily reported copy taped between January 1, 1999 and August 31, 2001, that is not erased by December 31, 2002.
3. To pay the comprehensive tariff for 2002, which will apply to all voluntarily reported copies taped between January 1, 1999 and August 31, 2001. For example, in 2002, the comprehensive tariff for elementary and secondary institutions is $1.73 per FTE. If institutions convert from the comprehensive to the transactional tariff, a conversion charge equal to 25% of the applicable transactional tariff will apply. For example, in 2002, the conversion charge for elementary and secondary institutions is $0.40 per minute per copy.

The ERCC Tariff for 2003-2006

The 1999-2002 ERCC tariff set by the Copyright Board expired on December 31, 2002. A hearing on ERCC's proposed tariffs for the 2003-2006 period will not take place until 2003; therefore, a decision on the rates applicable to this next tariff period is several months away.

In the interim, ERCC and the education sector, as represented by the CMEC Copyright Consortium and other national education organizations, have agreed that the tariffs set for 1999-2002 may be extended as of January 1, 2003, pending a decision from the Copyright Board on the tariffs applicable to 2003-2006.

For the period 2003-2006 ERCC has proposed tariffs similar to those proposed for 1999-2002; that is, a comprehensive tariff of $2.50 per FTE for elementary and secondary institutions and $4.80 per FTE for post-secondary; and a transactional tariff of $2.40 per minute. The CMEC Copyright Consortium and other national educational organizations have filed objections to these proposed tariffs.

As limited information on usage patterns will be available between now and the date the next tariff is set, it is likely that the Copyright Board will simply increase current tariff rates in accordance with the Consumer Price Index for the period 2003-2006. Educational institutions should note, however, that any copies made under the interim tariff starting on January 1, 2003, may be subject to the retroactive application of the difference between the current tariffs and the rates eventually set by the Board for the 2003-2006 period.

How to Obtain a Copy of the Statement of Royalties for Educational Rights 1999-2002

The *Statement of Royalties to Be Collected by ERCC from the Educational Institutions in Canada, for the Reproduction and Performance of Works of Other Subject-Matters Communicated to the Public by Telecommunication for the Year 1999 to 2002* is available on the Copyright Board's website:
(tariff): www.cb-cda.gc.ca/tariffs/certified/e26102002-b.pdf
(decision): www.cb-cda.gc.ca/decisions/e25102002-b.pdf

This information was sent to all teacher affiliates by the Canadian Teachers' Federation.

The Rule of 72

When Will My Investment Double?

When saving for retirement, or any other financial goal, you might like to know how long it will take your investment to double. You can calculate this by using "The Rule of 72".

Whether your investment is sheltered in an RRSP, or is taxable now, you can use The Rule of 72 to determine when your initial investment will be worth twice as much, assuming your gains are re-invested.

Simply divide your rate of return into 72. That's the number of years it will take to double your money. For example, if your annual rate of return is 8%, it will take nine years to double your investment.

Rate of Return	Formula	Number of Years to Double Money
4%	72/4	18
8%	72/8	9
10%	72/10	7.2
12%	72/12	6

The Rule of 72 can also be used in reverse to help you plan for retirement. Suppose you plan to work for 12 more years before retiring and hope to double your money by then. The Rule of 72 will indicate the rate of return you'll need to accomplish this goal. By dividing 12 into 72, you'll realize that an annual rate of return of 6% will enable you to double your money in 12 years.

Years Until Retirement	Formula	Rate of Return Needed to Double Money
18	72/18	4%
12	72/12	6%
8	72/8	9%
6	72/6	12%

Lastly, the Rule of 72 can be used to compare the growth of tax-deferred and taxable investments. Suppose Mr. Smith and Ms. Jones each has $50,000 to invest and they each earn 8% as their rate of return. However, his non-registered investment is taxed at 50%, while hers is tax-sheltered in an RRSP. Now let's apply The Rule of 72.

Since Mr. Smith is taxed at 50%, his rate of return drops from 8% to 4%. When you divide 72 by his rate of return, 4%, you see it will take Mr. Smith 18 years to double his money.

On the other hand, since Ms. Jone's investment is sheltered within an RRSP, it will only take nine years for her investment to double (72 divided by 8%). As you can see, her investment will double twice as fast as Mr. Smith's.

Value of Original $50,000 Investment	Mr. Smith (Outside an RRSP)	Ms. Jones (Inside an RRSP)
$100,000	After 18 years	After 9 years
$200,000	After 36 years	After 18 years
$400,000	After 54 years	After 27 years

As you can see, investing in an RRSP is a faster way to double your investment while enjoying the benefits of deferred taxes.

Plan Ahead With a Spousal RRSP

Spousal RRSPs are an effective way to reduce the combined income tax paid by you and your spouse during retirement. They are suitable when one spouse expects to have a significantly higher retirement income or a superior employer pension plan.

If your spouse will be in a lower tax bracket at retirement, you can shift retirement income by contributing to a spousal RRSP. The money in a spousal RRSP then belongs to your spouse, so any withdrawals are taxed in your spouse's hands (unless the withdrawal is in the year of contribution or the two years following, in which case, the income is attributed back to you).

When you contribute to a spousal RRSP, you receive the tax deduction for the full amount contributed, up to your annual maximum. In other words, the tax deduction is applied against your RRSP deduction limit for the year, not your spouse's. Your spouse may also make a contribution based on his or her own RRSP contribution limit for the year. You can contribute to a spousal plan as long as your spouse is still under age 69, you have qualifying earned income, and you have unused RRSP contribution room.

The following example illustrates how a spousal RRSP can be used to lower the income tax paid when withdrawing RRSP savings during retirement. The table shows the advantage of shifting $10,000 in income from Spouse A to Spouse B at marginal tax rates of 52% and 27%, respectively. As you can see, by shifting the income to the spouse in the lower tax bracket, the total tax owing is reduced from $5,200 to $2,700. This increases the after-tax income by $2,500.

	Spouse A	Spouse B
Taxable Retirement Income	$10,000	$10,000
Marginal Tax Rate	52%	27%
Total Tax	$5,200	$2,700
After-tax Income	$4,800	$7,300

These Money Matters articles were prepared by Carl Lundrigan, Partner/Advisor, Forecast Financial Management in St. John's, Tel: 709-737-0044, Fax: 709-737-0049, e-mail: carl@forecastfinancial.com, website: www.forecastfinancial.com

Food and Nutrition Across the Curriculum

by JANE AUCOIN

"To look into some aspects of the future, we do not need projections by supercomputers. Much of the next millennium can be seen in how we care for our children today." (Kofi Annan, Secretary-General of the United Nations, 2002). It can be a frightening thought when one realizes the responsibility that we, as adults, have in preparing children for the future. There are so many factors of life to consider… factors that our children need to know about so they can function in this world.

Many of life's skills that we unconsciously absorbed while growing up have to be consciously taught to children now. One of these skills is knowing what to eat to be healthy and how to prepare foods that are healthy. We did not necessarily know what was healthy eating, but the foods available to us just a decade or two ago were basic foods and usually fit into one of the four food groups. We can't rely on natural instinct now. There is too much flashy advertising and too much not so healthy food available. We have to consciously teach children about the value of healthy eating and how to actually eat healthy.

We know what is right to eat, but do we eat right? We may have had more basic healthy food available when we were growing up – meat/fish, potato and vegetables, fruit and berries, milk and bread – and we may have eaten these balanced meals and snacks then, but many of us are now also tempted by all the high fat, high sugar, high salt, highly processed pre-prepared foods in the market. As adults, do we "eat healthy" in front of the children? The best teaching models are us! Younger children need to see their adults eating and drinking healthy foods.

Most older children are aware of what to eat to be healthy and, teens especially, conceptually think "good health" is desirable. But they do not recognize either the immediate or long term benefits of a healthy lifestyle, such as consuming an adequate intake of calcium rich foods, like milk, to protect their bones, or introducing activity into their daily lives. Our challenge is not only knowledge dissemination. It is also motivating and sustaining changed behaviours to improve children's dietary patterns and activity levels. "…the most commonly used arena for promoting healthy diets is school. Since students spend extensive time in school, this setting is ideal for reaching them with nutrition education and for modelling sound nutrition principles." (Dwyer and Bourgeois, 1992, *The Health of Youth: A Cross-National Survey*, WHO 1996)

We disseminate nutrition knowledge through the health/nutrition/family studies curricula. But to motivate and sustain this new information the whole school environment must reflect the classroom learning. Children are confused when what they learn via the curriculum is not practiced outside the classroom. Not only do we need to be diligent in our behaviours but our schools need to reflect a healthy lifestyle.

Talking about food and nutrients does not need to be segregated into a 40 minute period. It can be an ongoing process. For example, *Canada's Food Guide to Healthy Eating* recommends serving sizes for the foods in each group. Measuring the amount of foodstuff in a serving of dairy products (e.g., 1 cup or 250 mL milk is one serving on the Milk Products group) or fruits and vegetables (e.g., ½ cup is usually one serving on the Vegetables and Fruit group) is important to see so that these recommended amounts are consumed. Math is the perfect subject for practicing fractions and serving sizes. Amounts in ½ serving (e.g., 2 tablespoons ÷ 2 = 1 tablespoon of peanut butter in the Meat and Alternatives group) or 2 servings (e.g., ½ cup x 2 = 1 cup of spaghetti in the Grain Products group) is another way to practice math and can be another visualization. Maybe the foods can be sampled as an added treat. Students could make nutritious snacks for special field trips using a recipe for trail mix and measuring ingredients and even multiplying or dividing quantities to make enough for the whole class. Information on the newly revised food product labels can be used to calculate percentages and compare foods for energy and other nutrient values so that students can make informed choices regarding the foods they choose to eat.

Language Arts provides many opportunities to explore foods. There is an alphabet of foods to learn about and the names of nutrients in foods provide some challenging spelling activities. If some of the foods discussed can be made available for taste testing in class, again there is another learning experience. *Canada's Food Guide to Healthy Eating* lends itself well to classification, identification and similarities and differences. Try making milkshakes, sampling cheeses or yogurts or different fruits and vegetables. Many foods can be rhymed, jingled, storied and rapped and the students can add their own internet/library searches about the food. Keeping a food diary is another way of becoming more aware of what we eat over time.

Within the Science/Health/Nutrition curricula, kitchen food safety and hygiene can be issues. Walking to the grocery store to investigate different foods adds some physical activity. And trying a school garden would be an interesting challenge!

Social Science/Geography opens up opportunities to investigate and try foods of other countries and also find out about world hunger and food security.

Motivating parents at home to become involved with foods and their children can be beneficial. When parents and community are involved, the whole child benefits. Young students and parents can draw or cut out pictures of foods and sort into food groups. Parents and/or grandparents can be interviewed about their favourite foods and be encouraged to prepare a dish with the student. Including names of nutrients and foods on the spelling list for home review will involve the family also. Math skills involving measuring, using fractions, multiplication and division learned at school, can be practiced at home with an assignment using recipes for a family meal.

There are many ways to incorporate foods and nutrition across the curriculum all year long, not just during Nutrition Month. And there are many websites with lesson plans and ideas on how to do just that. For a list of suggested websites contact info@schoolmilkfdn.nf.net. And visit the newly revised website www.schoolmilk.nf.ca, for more ideas for teachers, parents and kids.

Jane Aucoin is a Registered Dietician with the School Milk Foundation of Newfoundland and Labrador.

The teacher gives the businessman a lesson

The Blueberry Story

by JAMIE VOLLMER

"If I ran my business the way you people operate your schools, I wouldn't be in business very long!" I stood before an auditorium filled with outraged teachers who were becoming angrier by the minute. My speech had entirely consumed their precious 90 minutes of inservice. Their initial icy glares had turned to restless agitation. You could cut the hostility with a knife.

I represented a group of business people dedicated to improving public schools. I was an executive at an ice cream company that became famous in the middle 1980s when *People Magazine* chose our blueberry as the "Best Ice Cream in America."

I was convinced of two things. First, public schools needed to change; they were archaic selecting and sorting mechanisms designed for the industrial age and out of step with the needs of our emerging "knowledge society". Second, educators were a major part of the problem: they resisted change, hunkered down in their feathered nests, protected by tenure and shielded by a bureaucratic monopoly. They needed to look to business. We knew how to produce quality. Zero defects! TQM! Continuous improvement!

In retrospect, the speech was perfectly balanced – equal parts ignorance and arrogance.

As soon as I finished, a woman's hand shot up. She appeared polite, pleasant. She was, in fact, a razor-edged, veteran, high school English teacher who had been waiting to unload.

She began quietly, "We are told, sir, that you manage a company that makes good ice cream."

I smugly replied, "Best ice cream in America, Ma'am."

"How nice," she said. "Is it rich and smooth?"

"Sixteen percent butterfat," I crowed.

"Premium ingredients?" she inquired.

"Super-premium! Nothing but triple A." I was on a roll. I never saw the next line coming.

"Mr. Vollmer," she said, leaning forward with a wicked eyebrow raised to the sky, "when you are standing on your receiving dock and you see an inferior shipment of blueberries arrive, what do you do?"

In the silence of that room, I could hear the trap snap… I was dead meat, but I wasn't going to lie.

"I send them back."

"That's right!" she barked, "and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it's not a business. It's school!"

In an explosion, all 290 teachers, principals, bus drivers, aides, custodians and secretaries jumped to their feet and yelled, "Yeah! Blueberries! Blueberries!"

And so began my long transformation.

Since then, I have visited hundreds of schools. I have learned that a school is not a business. Schools are unable to control the quality of their raw material, they are dependent upon the vagaries of politics for a reliable revenue stream, and they are constantly mauled by a howling horde of disparate, competing customer groups that would send the best CEO screaming into the night.

None of this negates the need for change. We must change what, when, and how we teach to give all children maximum opportunity to thrive in a post-industrial society. But educators cannot do this alone; these changes can occur only with the understanding, trust, permission and active support of the surrounding community. For the most important thing I have learned is that schools reflect the attitudes, beliefs and health of the communities they serve, and therefore, to improve public education means more than changing our schools, it means changing America.

Jamie Robert Vollmer, a former business executive and attorney, now works as a motivational speaker and consultant to increase community support for public schools. He can be reached at jamie@jamievollmer.com.
© 2002 Jamie Robert Vollmer

RESOURCES

TICKER TOM VALENTINE ACTIVITY

The Newfoundland and Labrador Heart Health Program and the Provincial Teen Tobacco Team, in consultation with the Department of Education, is pleased to provide Grade 4 teachers across the province with the Ticker Tom Valentine Activity package. This activity package contains a lesson plan, fast fact sheets, national guides, posters and activity sheets to provide a fun and participatory way to incorporate the healthy lifestyle messages of healthy eating, active living and staying smoke-free into student's Valentine's Day celebrations. The Newfoundland and Labrador Heart Health Program chose Grade 4 to promote this activity as the lesson plan goals fit well with the Grade 4 health curriculum outcomes.

Over the next few weeks, schools with Grade 4 classes will be receiving Ticker Tom Valentine Activity packages for use on Valentine's Day. Promotional items reinforcing the healthy messages are also available free of charge. If you have any questions, please contact Carol Ann MacDonald at 709-729-3939 or Bernie Squires at 709-729-1374.

Calendar

MATH/SCIENCE BGM AND CONFERENCE/ PRISM (PROFESSIONAL RENEWAL IN SCIENCE & MATHEMATICS) CONFERENCE 2003
April 3-5, 2003
Gander Hotel. Contact Graham Wood, Tel: 709-279-2870 (ext. 230), gwood@bpsb.nf.ca or Lynn FitzPatrick-Antle, Tel: 709-279-2870 (ext. 234), lfitzpatrick@bpsb.nf.ca.

TECHNOLOGY EDUCATION SIC AGM
April 10-11, 2003
Battery Hotel, St. John's. Contact Chris Mills, Tel: 709-466-7559 (s), e-mail: cmills@stemnet.nf.ca; or Gary Walsh, Tel: 709-463-2283 (s), e-mail: gwalsh@stemnet.nf.ca.

THE ALBERTA KODALY ASSOCIATION'S 20TH ANNIVERSARY REUNION AND CONFERENCE
April 25-26, 2003
University of Calgary. The AKA would like to invite all interested teachers to its 20th Anniversary Reunion and Conference, "20 Years: So Fa, So Good!". Specifically welcome are all past participants in the University of Calgary's Summer Diploma Kodaly course; all members and previous members of the Alberta Kodaly Association; and anyone interested in furthering their expertise as a musician and educator. Sessions will include *Folk Music for the Classroom, Vocal Technique for Teachers, Conducting, Music Listening, New Teaching Resources and Repertoire* and more. For further information contact AKA: e-mail: info@albertakodaly.ca; website: www.albertakodaly.ca; Tel: Trish McGillawee (403) 270-0951.

SCHOOL ADMINISTRATORS' COUNCIL CONFERENCE & RETREAT
May 21-23, 2003
Terra Nova Golf Resort, Port Blandford. Theme: *Building Learning Communities*. This conference is an excellent PD opportunity for school administrators, school district personnel, Department of Education personnel, and educational leadership faculty/students. A Pre-conference Leadership Seminar featuring Dr. Roland Barth will be held May 21. Dr. Barth is author of "Learning by Heart', "Cruising Rules", "Improving School From Within", "Run School Run", and "Open Education and the American School". He is Founding Director of the Principal's Centre at Harvard University. For further information contact: Rick Thorne, Tel: 709-547-2379, Fax: 709-547-2549, E-mail: rthorne@stemnet.nf.ca.

Billy & The Bruisers
will be performing
during Host Night
at the 2003 NLTA
Biennial General Meeting
in St John's
Thursday,
April 24th, 2003
Open to All Teachers
Details to Follow

Dates to Remember

March 2003

Mar 2-8	Education Week
Mar 14-15	NLTA Executive Meeting
Mar 20	Deadline: Professional Development Fund applications
Mar 31	Board Deadline: Notice for retirement at end of school year
Mar 31	Deadline for Applications (on or before March 31): Centennial Study Award; Centennial Project Award; Educational Research Award; International Conference Presenters Program

April 2003

Apr 1	Deadline: Johnson Bursary Applications
Apr 15	Deadline: Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 23-25	Biennial General Meeting
Apr 30	Deadline: Deferred Salary Leave Applications
Apr 30	Deadline: Year-end resignation from contract